DOCUMENT RESUME

ED 120 091 SO 009 025

AUTHOR Wagner, Sherri; Wagner, Kenneth
TITLE Immigrant Studies: Investigating Our Heritage. User's Guide.
PUB DATE 1 Mar 76
NOTE 46p.
AVAILABLE FROM Jenny Publishing Company, 57 Queen Avenue South, Minneapolis, Minnesota 55405 (guide $4.00, each level $16.00)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Cultural Awareness; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; *Ethnic Studies; *Family Background; History; *Immigrants; Learning Activities; Local History; *Primary Sources; Social Sciences; Teaching Guides; Teaching Techniques

ABSTRACT

Using a variety of learning activities and primary sources, elementary and secondary students investigate family and community history and ethnicity. The major goals of the units are to provide factual information about immigrants to America from about 1820 to 1920 and to assist students in investigating immigrant history and heritage in their families and communities. The user's guide provides introductory information on how to use the series and background information about immigration. A brief description is given on the influence of immigrants on America and is followed by a discussion on how and where students gather and interpret information. Content topics and processes used in the activities are described along with a scheme for recording and evaluating student progress. In addition to the user's guide, the series is composed of four units each for two levels--one for grades 4-8 and one for grades 9-12. These units, available only from the publisher, are classroom-oriented and emphasize gathering and interpreting information, valuing strategies, group sharing and discussion, activities for research projects and class field trips, and individual student research in family ancestry and community. To use the materials in the classroom, both the user's guide and units for either level are needed. (Author/JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120091

USER'S GUIDE

Immigrant Studies

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Donald J. Wagner
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

Investigating Our Heritage

SP 009 025

MAR 09 1976

USER'S GUIDE

Immigrant Studies

Investigating
Our Heritage

Origins/The Journey • Americanization • Culture • Action Pack

DEVELOPED BY SHERRI WAGNER AND KENNETH WAGNER

Acknowledgements

We are grateful to students of the **Immigrants** classes at North High in North St. Paul, Minnesota for field testing these activities and for sharing the primary source materials they uncovered in their research. We are grateful, also, to people in the community who willingly shared their memories and experiences with students.

Marion Radke at Hazelwood Elementary in North St. Paul, Minnesota, shared many ideas for teaching about immigrant history.

The Minnesota Historical Society has been a rich source of historical information and photos.

Editing: Carmen Borgerding
Helen White

Design: John Lenertz Studio

Typing: Marliss Westenfield
Marlys Weber

Production: Carl Vogt
Rick Scales

Printing: Greenhaven Printing
Minneapolis, MN

Copyright © Jenny Publishing Company Inc. 1976
57 Queen Avenue South
Minneapolis, Minnesota 55405

Contents

Preface

Using This Guide 4

Chapter One

Introduction to IMMIGRANT STUDIES 5
- The Influence of Immigrants on American Life ... 5
- Getting at History Through IMMIGRANT STUDIES 5

Chapter Two

The Four IMMIGRANT STUDIES Units 11

Chapter Three

The IMMIGRANT STUDIES Activities 14
- Introduction 14
- Level I Activities 16
- Level II Activities 18
- The Parts of an Activity 20
  - The Unit Folder 20
  - The Student Activity Sheet 22

Chapter Four

Evaluating Student Progress 23

Appendix

Appendix A Background Information for IMMIGRANT STUDIES Units 25
Appendix B Activity Descriptions Level I 35
Appendix C Activity Descriptions Level II 38
Appendix D References 41

Preface

The IMMIGRANT STUDIES series consists of four activity units and this guide.

IMMIGRANT STUDIES has these two major goals:

1: to provide organized factual information about immigrants to America during the great movement from about 1820 to 1920 and

2: to assist students in investigating immigrant history and heritage in their families and communities.

Chapter 1, "Introduction to IMMIGRANT STUDIES," begins with a brief description of how immigrants have influenced life in America and follows with a discussion of how and where students gather and interpret information. This chapter is a useful orientation to the series and should be read carefully before beginning the activity units.

The four IMMIGRANT STUDIES units — ORIGINS/THE JOURNEY, AMERICANIZATION, CULTURE and ACTION PACK are described in Chapter 2. A statement of purpose is given for each unit.

Chapter 3 describes the content topics and processes used in each activity in the four units for both Levels I and II. Each unit consists of a folder containing the student activity sheets. The parts and kind of information found on the unit folders and activity sheets are illustrated. This chapter can be skimmed over initially and then read in more detail as information is needed to begin specific activities.

Chapter 4, "Evaluating Student Progress," describes a scheme for recording and evaluating completed student activities.

The appendices will be useful as you work through the four IMMIGRANT STUDIES units.

The activity descriptions can help you decide which units and/or which activities you wish to use. Read the background information for each unit before starting activities in that unit. Reference lists may be useful to students doing special projects.

Chapter 1

INTRODUCTION TO Immigrant Studies

The Influence of Immigrants on American Life

The impact of immigrants on the history and sociology of the United States has been profound. In a sense immigrants have both made and changed this country.

Since 1820, the year the United States started recording immigrant statistics, some 42 million people have immigrated here. During the forty years between 1892 and 1932, twenty-three million people came, and in 1907, alone, one million arrived in America.* There has never in history been another such continuous mass movement of people.

Previous to 1820 American society had fit a White, Anglo Saxon, Protestant description almost completely. Voluntary and forced immigration (Black Africans) created a new diverse multi-ethnic society. Some of the diversity was lost in the Americanization process as immigrants tried to fit into the American mainstream. But in spite of the melting pot idea and efforts to Americanize the foreigners, many old country ways have been retained. The pot never really melted. Perhaps it never will for there is a growing interest in ethnic heritage, family and community history and "old country" ways of living and doing things.

Many Americans can find immigrants in their own not-too-distant family history, and many can find some ethnic customs which have been retained over the generations in their families and which have influenced their lives. This immigrant heritage has been a source of shame for some families and a source of pride for others.

Getting at History through Immigrant Studies

The IMMIGRANT STUDIES series provides students with the means for investigating family and community history and ethnicity. Classroom activities in the series provide information about events in immigrant history which students interpret through discussing, decision making, simulations, and various other strategies. Other activities begin in the classroom and then carry over at home or other places in

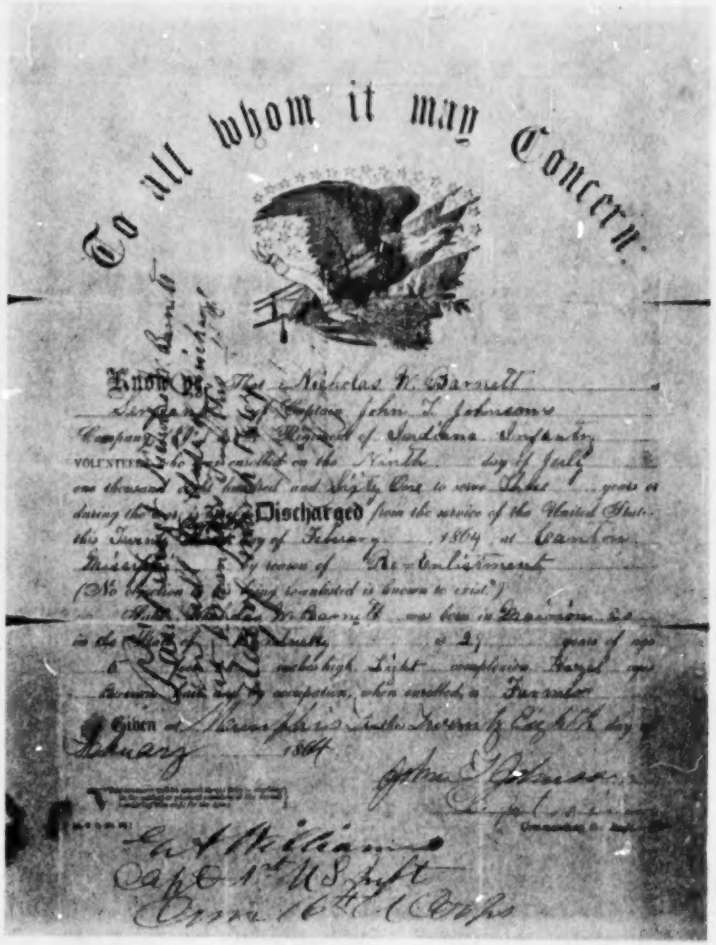
*America is used here and throughout to refer to the United States.

INTRODUCTION TO IMMIGRANT STUDIES

the community where students can gather information about immigrant history. This information can be found in public places such as archives, historical societies, court houses, churches and cemeteries. Information can also be found in attics and cellars of of homes; in family Bibles, photo albums, old trunks and old books. These sources of raw, undigested information are often referred to as **primary sources**. Primary sources play an important role in getting information about immigrants and in investigating immigrant heritage for two reaons.

1. Much of this information is not available from any other source.
2. Their use can help students develop confidence and skills for gathering and interpreting information.

The ACTION PACK unit gives specific helps for where and how to search for primary source materials in public places. The following are examples of primary source materials found by students and teachers in an immigrant studies class.



A student found this military discharge paper in an abandoned house. Printed with permission of Dale Cadmus, North St. Paul, Minnesota.

Bessie Elmira Reynolds was born Mar. 15th 1884, and died Aug. 24th 1889 making her 5yr 5 mo. & 9 days old. She was taken sick Sunday morning and died the next th Saturday morning. After the first day of her sickness she suffered great pain except while under influence of medicine.

Ernest Ira Reynolds was born Mar 25th 1887 died Aug 30th 1889, making him 2 yrs, 5 mo and 5 days old, he was sick 19 days. By his death we lost our last precious jewel. The house is left desolate, but we know they are happy together.

This charcoal drawing and note were found among a grandmother's old photos

John Tilly and wife and daughter, Elizabeth also John Howland all came over to America on the Mayflower in 1620.

John Howland married Elizabeth Tilly
their daughter, Desire Howland married John Gorham
their son, Sherbal Gorham married Puella Hussey
their daughter, Lydia Gorham married Joseph Worth
their son, Joseph Worth married Judith Starbuck
their daughter Matilda Worth married Latham Folger
their son Asa Folger married Elizabeth Starbuck
their daughter Lydia Folger married Linton Reynolds
their son Luther Reynolds married Mary Glasson
their daughter, Ruby Reynolds married Earl Wright

A student found this in a box of old papers and clippings. The last two people listed are her grandparents.

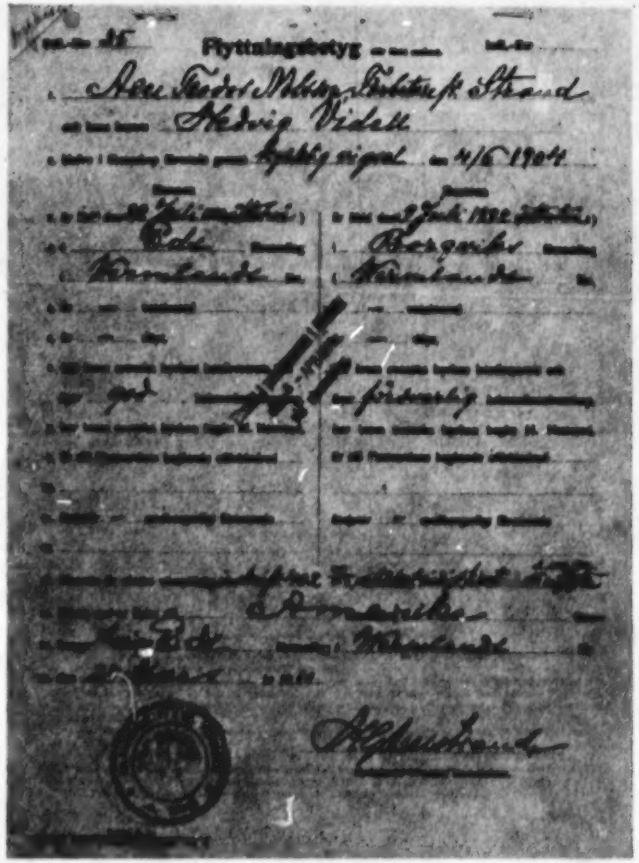
THE UNITED STATES OF AMERICA,

To all to whom these presents shall come, Greeting:

This homestead document was in a family photo album. Printed with permission from Mary Palmquist, St. Paul, Minnesota.

INTRODUCTION TO IMMIGRANT STUDIES

After a cemetery visit, this student wrote to the clerk of district court to get information about the names on a gravestone. Printed with permission of Peter Johnson, North St. Paul, Minnesota, and clerk of Ramsey County.



A student found her grandmother's passport. Printed with permission from Ann Schmidt, North St. Paul, Minnesota.

Chapter 2

THE FOUR Immigrant Studies UNITS

Immigrant studies consists of four units. The first three, ORIGINS/THE JOURNEY, AMERICANIZATION, and CULTURE are classroom oriented and emphasize gathering and interpreting information, valuing strategies, and group sharing and discussion. The fourth unit, ACTION PACK, is a collection of out-of-classroom activities and resources for researching family and community history. The parts of ACTION PACK may be used as needed with other IMMIGRANT STUDIES activities and for students' individual research projects. The first three units are sequential and could be implemented as a course with ACTION PACK activities intersperse where appropriate. However, each unit is complete and may be used alone or as part of some other course of study.

Included with each unit is a 34" x 22" poster composed of photos and primary source materials relevant to that unit. The posters are intended for classroom display and for sources of information for certain activities in the units. Each poster comes in two parts which should be fastened together.

Three important notes:

1) IMMIGRANT STUDIES should be implemented as it best fits **your** teaching program and environment.
2) IMMIGRANT STUDIES activities are intended to be flexible to allow student to pursue interests and ideas for new projects.
3) If IMMIGRANT STUDIES is to be a vehicle for creating or enhancing interest in family and community history, it must be both rewarding and enjoyable.

A photo from each unit poster and statements of purpose for each of the four units are shown on the following pages.

THE FOUR IMMIGRANT STUDIES UNITS

ORIGINS/THE JOURNEY

The United States was settled by immigrants — people who came from other countries seeking permanent residence. Immigrants came from many countries and for many reasons. During the 19th and early 20th centuries, immigrants poured into this country in record numbers. **The purposes of this unit** are to help students:

1) identify immigrant's origins,
2) explore reasons for emigrating,
3) learn about conditions on the journey to America,
4) learn about what immigrants faced as they entered this new land,
5) begin to investigate their own ancestry and heritage.

AMERICANIZATION

Americanization is the process by which immigrants exchanged some of their old ways for new "American" ways in order to fit into the American way of life. Some immigrants became Americanized quickly while others retained their native language and customs for many generations. For most immigrants the Americanization process was difficult.

The purposes of this unit are to help students:

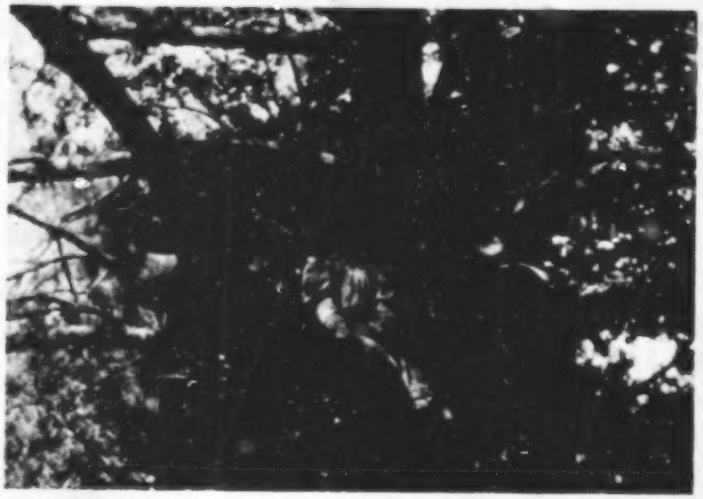
1) study the problems immigrants faced in the Americanization process,
2) examine their own attitudes toward people who are different from themselves,
3) examine patterns of change from one immigrant generation to the next,
4) look for patterns of change from one generation to the next in their own families.

CULTURE

Culture is the sum total of ways living built up by a group of human beings, which is transmitted from one generation to another. Although most immigrants brought few belongings with them to America, they brought a wealth of customs, ideas, words, and ways of doing things. Many of these survived the Americanization process and are so ingrained in the American culture that their sources are forgotten.

The purposes of this unit are to help students:

1) study the customs of ethnic groups in their own state,
2) identify immigrant contributions,
3) investigate the ethnic settlements in their own state,
4) explore stereotypes they have regarding various ethnic groups.



ACTION PACK

The ACTION PACK unit of IMMIGRANT STUDIES is process oriented. It provides students with activities and resources for doing out-of-classroom investigations of people, places, and events of the past.

Many of the activities in the first three unites of IMMIGRANT STUDIES are meant to involve students with family or community historical research. ACTION PACK provides techniques and resources helpful for carrying out further research. **The purposes of this unit** are to provide students with techniques for:

1) conducting oral history interviews,
2) carrying out genealogical searching,
3) collecting data from their community,
4) interpreting data from their community.

In addition, the resource cards provide students with sources of historical information at the local, county, state and national levels.

Chapter 3

THE Immigrant Studies ACTIVITIES

INTRODUCTION

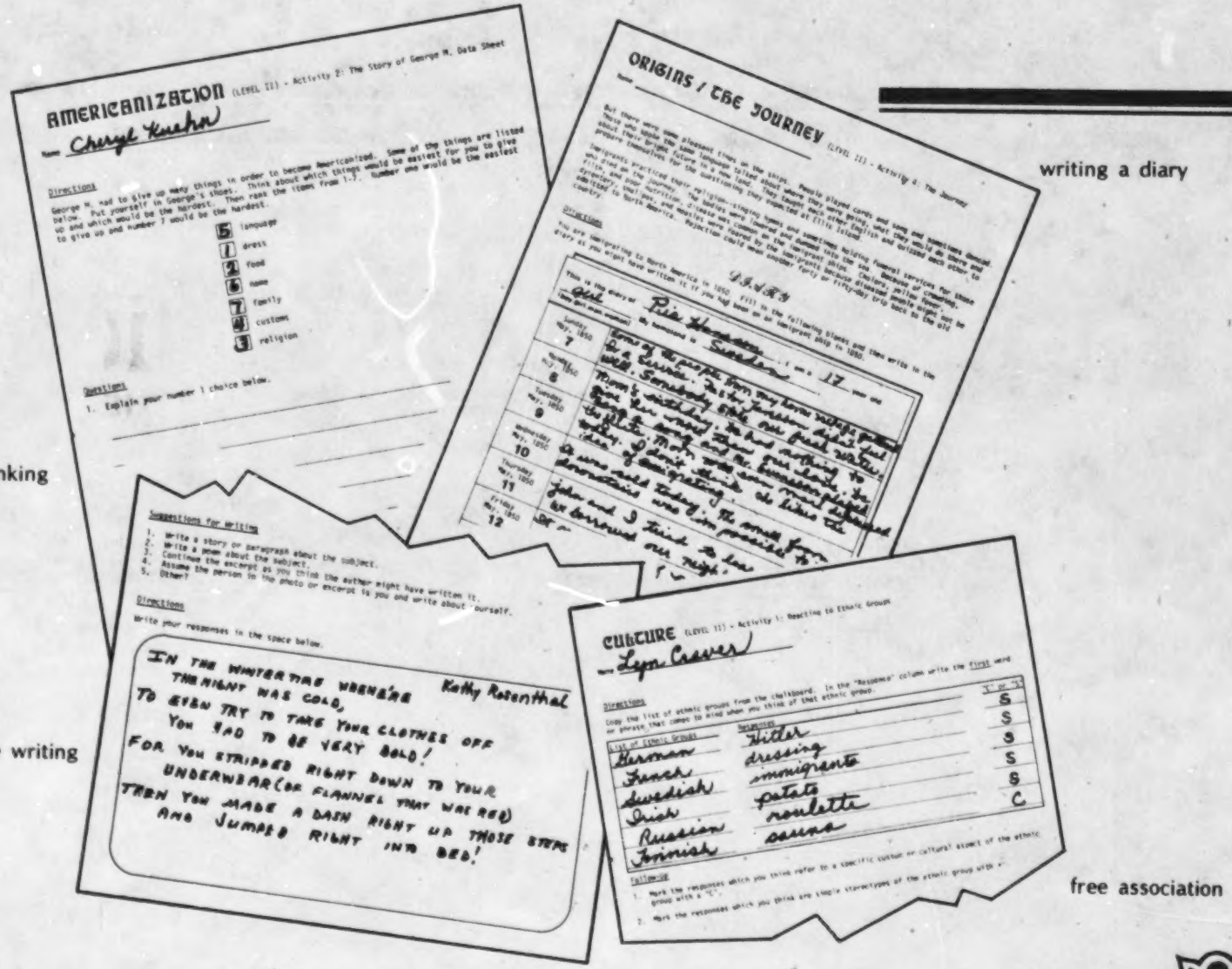
There are forty four IMMIGRANT STUDIES activities; twenty-two in Level I and twenty-two in Level II. The activities in each unit are sequential in content and, used together, could be the basis for a course of study. However, each activity is complete and one, or a few, may be used alone or as a part of some other course of study.

You can adapt these activities to the needs of your class. Your students may become very involved in family research and want to delve into extensive genealogical research, or they may find some aspect of community research exciting and want to do a series of oral history interviews. It is important to be flexible in the use of the activities and to give encouragement and help to those students with interest in a particular aspect of immigrant history and heritage. It is necessary to set aside a special place in the classroom where student-gathered papers, records, photos and artifacts can be safely displayed. The unit posters should be displayed also because for some activities students use the posters as sources of information.

Each activity has preparatory material for you and an information and/or data sheet for the student. The format for the activities will be detailed in a later section of this chapter.

In each activity students deal with some content relative to immigrant history. They use a variety of strategies and instructional processes to deal with this content. In some activities they read background information and try to simulate the decision-making process an immigrant family experienced. In other activities students read accounts and descriptions of immigrant's lives and then write their impressions.

Following are some examples of strategies used on the student activity sheets.


AMERICANIZATION (LEVEL II) - Activity 2: The Story of George M. Data Sheet
Name Cheryl Kuehn
Directions
George M. had to give up many things in order to become Americanized. Some of the things are listed below. Put yourself in George's shoes. Think about which things would be easiest for you to give up and which would be the hardest. Then rank the items from 1-7. Number one would be the easiest to give up and number 7 would be the hardest.
5 language
1 dress
2 food
6 home
7 family
4 customs
3 religion
Questions
1. Explain your number 1 choice below.
ranking
ORIGINS / THE JOURNEY (LEVEL II) - Activity 4: The Journey
Name
writing a diary
Directions
Girl
Pia Hansson
Sweden
17
Suggestions for writing
1. Write a story or paragraph about the subject.
2. Write a poem about the subject.
3. Continue the excerpt as you think the author might have written it.
4. Assume the person in the photo or excerpt is you and write about ourself.
5. Other?
Directions
Write your responses in the space below.
creative writing
IN THE WINTER THE WEATHER
THE NIGHT WAS COLD,
TO EVEN TRY TO TAKE YOUR CLOTHES OFF
YOU HAD TO BE VERY BOLD!
FOR YOU STRIPPED RIGHT DOWN TO YOUR
UNDERWEAR (OR FLANNEL THAT WAS RED)
THEN YOU MADE A DASH RIGHT UP THOSE STEPS
AND JUMPED RIGHT INTO BED!
Kathy Rosenthal
CULTURE (LEVEL II) - Activity 1: Reacting to Ethnic Groups
Name Lyn Craver
Directions
List of Ethnic Groups
Response
German
Hitler
French
dressing
Swedish
potato
Irish
roulette
Russian
sauna
Finnish
Follow-up
free association

Printed with permission from Pia Hansson, Julie Thell, Kathy Rosenthal, Cheryl Kuehn, North High, North St. Paul, MN.

THE IMMIGRANT STUDIES ACTIVITIES LEVEL ONE GRADES 4-8

The content and the instructional processes used in individual activites are shown in the following charts.

ORIGINS/THE JOURNEY Unit

Activity	Deals With....	Students Do....	Is Done....
1. Lineage Chart	students' own lineage	family research	out of class
2. Irish Potato Famine	some reasons for emigration	simulate decision making	in class
3. Decision at the Port	leaving one's possessions behind	simulate decision making	in class
4. The Journey	hardships on the journey	writing a diary	in class
5. The Statue of Liberty	arrival in America	listing emotions	in class
6. Ellis Island	immigrant processing at Ellis Island	creative writing	in class

AMERICANIZATION Unit

Activity	Deals With....	Students Do....	Is Done....
1. The Melting Pot	students' own heritage	family research	out of class
2. The Generation Chart	students' own heritage	family research	out of class
3. Chaning to Fit In	giving up one's culture	priority ranking	in class
4. Foreigner	being ridiculed, laughted at	sentence comletion	in class
5. Sameness	if everyone were the same	creative writing	in class
6. Prejudice	examples of prejudice in an immigrant boy's life	writing and discussing	in class

CULTURE Unit

Activity	Deals With....	Students Do....	Is Done....
1. Reacting to Ethnic Groups	ideas and attitudes regarding ethnic groups	free association	in class
2. Ethnic Settlements	where ethnic groups settled	community research	in and out of class
3. Everyday Life	actual accounts and descriptions of immigrants' experiences	read accounts and write impressions	in class
4. Immigrant Contributions	immigrants' contributions to American culture	listing and discussing	in class
5. Customs	customs of ethnic groups in America	research and sharing of ethnic customs	out of class
6. Stereotypes	ideas and attitudes regarding ethnic groups	free association and discussion	in class

ACTION PACK Unit

Activity	Deals With....	Students Do....	Is Done....
1. Historical Clues in Your Community	ethnicity and history of a community	community research	out of class
2. Cemetery Study	ethnicity and history of a community	community research	out of class
3. Genealogical Searching	students' own lineage	family research	out of class
4. Oral History	interview techniques and historical information	oral history interview	in or out of class
Resource Cards	places and sources of information and methods for obtaining information from sources		

THE IMMIGRANT STUDIES ACTIVITIES LEVEL TWO GRADES 9-12

The content and the instructional processes used in individual activities are shown in the following charts.

ORIGINS/THE JOURNEY Unit

Activity	Deals With....	Students Do....	Is Done....
1. Lineage Chart	students' own lineage	family research	out of class
2. Irish Potato Famine	some reasons for emigration	simulate decision making	in class
3. Decision at the Port	leaving one's possessions behind	simulate decision making	in class
4. The Journey	hardships on the journey	writing a diary	in class
5. Statue of Liberty	arrival in America	creative writing	in class
6. Ellis Island	immigrant processing at Ellis Island	a continuum	in class

AMERICANIZATION Unit

Activity	Deals With....	Students Do....	Is Done....
1. Generation Chart	students' own heritage	family research	out of class
2. The Story of George M.	giving up one's culture	priority ranking	in class
3. Problems of Language	feeling dumb, inadequate	writing about feelings	in class
4. What is an American?	campaigns to Americanize all aliens	sentence comletion	in class
5. Attitudes Encountered by Early Immigrants	nativism, racism, prejudice, and xenophobia	defining terms	in class
6. Attitudes Encountered by Recent Immigrants	attidues toward Vietnamese immigrants	expressing own attitudes toward immigrants	in class
7. Who is Assimilated?	variations in degree of assimilation	a continuum	in class

CULTURE Unit

Activity	Deals With....	Students Do....	Is Done....
1. Reaching to Ethnic Groups	ideas and attitudes regarding ethnic groups	free association	in class
2. Ethnic Settlements	where ethnic groups settled	community research	in and out of class
3. Everyday Life	life in earlier times	creative writing	in class
4. Contributions	immigrant's contributions to American culture	listing and discussing	in class
5. Customs	customs of ethnic groups in America	research and sharing of ethnic customs	out of class

ACTION PACK Unit

Activity	Deals With....	Students Do....	Is Done....
1. Community Sites Investigation	ethnicity and history of a community	community research	out of class
2. Cemetery Study	ethnicity and history of a community	community research	out of class
3. Genealogical Searching	students' own lineage	family research	out of class
4. Oral History	interview techniques and historical information	oral history interview	out of class
Resource Cards	places and sources of information and methods for obtaining information from sources		

THE IMMIGRANT STUDIES ACTIVITIES

THE PARTS OF AN ACITIVITY

The Unit Folder

There is a unit folder for each Level I unit and a unit folder for each Level II unit of IMMIGRANT STUDIES. The information on the unit folder is to help you use the activities in that unit. All the activities in the unit are listed and information for specific activities is given. This information consists of the following parts:

purpose
the purpose of this specific activity

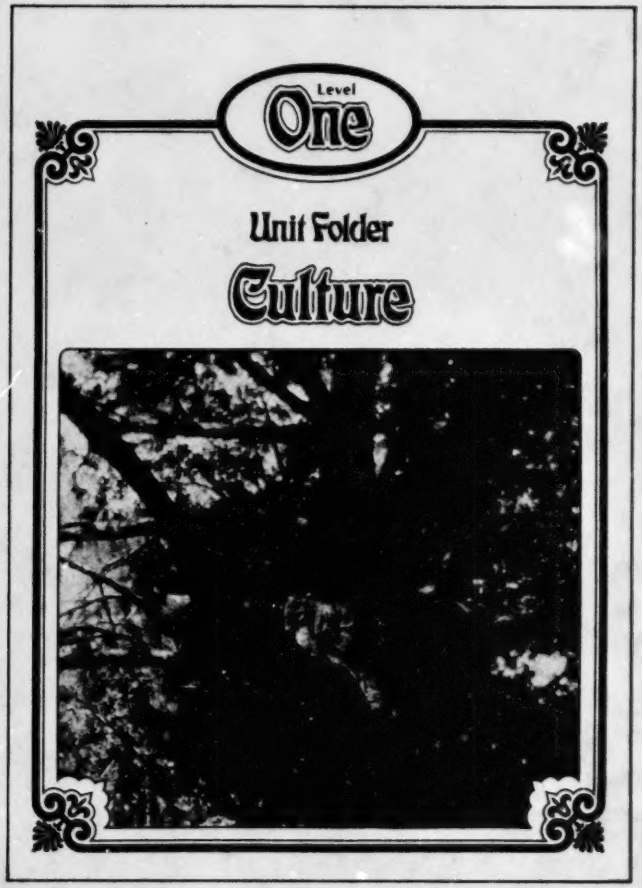
preparation
things you will need to do BEFORE starting this activity

vocabulary
definitions for important words used in this activity

directions
how to carry out the activity with students

follow-up and discussion
ways to share ideas and information after students have finished their activity sheets

related activities
additional activities you can do along with or following this activity



Activity One
Reacting to Ethnic Groups
Activity Two
Ethnic Settlements
Activity Three
Everyday Life
Activity Four
Immigrant Contributio
Activity Five
Customs
Activity Six
Stereotype

Culture
Level 1
Reacting to Ethnic Groups 1
Ethnic Settlements 2
Everyday Life 3
Immigrant Contributions 4
Customs 5
Stereotypes 6
Notes:

THE IMMIGRANT STUDIES ACTIVITIES

The Student Activity Sheet

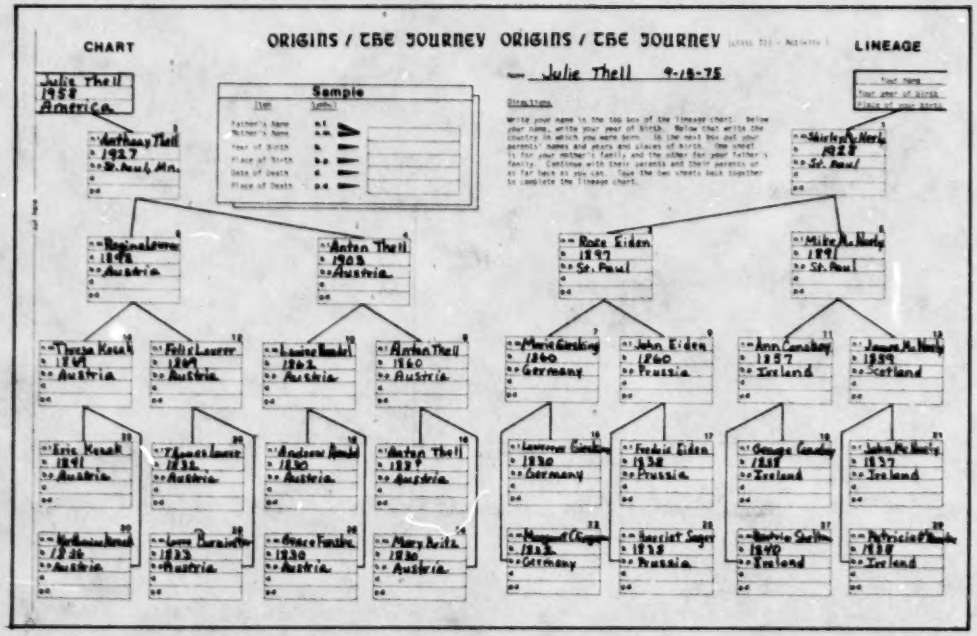
Within each folder there is a reproducible student activity sheet for each activity. You will need to make copies of those activites you plan to use for your students. Because the activities vary greatly, there is no standard format for the student activity sheets. However, there are generally three parts:

directions
tells students how to proceed with the activity

guidance or background information
may be a word definition, a simulation, or historical information necessary for the activity

place for student response
may be a chart, a set of questions, completions, or space for an illustration or a story.

Following is an example of a completed student activity sheet:



Chapter 4

Evaluating

STUDENT PROGRESS

Whether IMMIGRANT STUDIES is used for long-term student involvement such as a mini-course or whether several activities are integrated into existing programs, there is usually a need to evaluate student progress. The processes used and products produced in the activities make student performance visible and measurable. Because students may become involved in several activities and complete them at varying rates, an activity record for each student is helpful. Student performance can be recorded on an **Activity Profile Sheet** similar to the one shown below.

IMMIGRANT STUDIES **Activity Profile Sheet**

Unit Student Name Date Started

ORIGINS/THE JOURNEY	**Date Completed**	**S**	**U**	**Special Projects**	**Comments**
Activity 1 Lineage Chart					
Activity 2 Irish Potato Famine					
Activity 3 Decision at the Port					
Activity 4 The Journey					
Activity 5 Statue of Liberty					
Activity 6 Ellis Island					

AMERICANIZATION

Activity 1 Generation Chart

EVALUATING STUDENT PROGRESS

The **Activity Profile Sheet** becomes a record of work completed over a period of time for each student. Each activity is judged either satisfactory or unsatisfactory using criteria such as degree of completeness, validity of responses or conclusions, use of resources, etc. Some teachers have used the number of satisfactorily completed activities to determine a grade or level of performance for each student. For example, completing any ten activities over a ten-week period could be an "A" level performance.

Of course, there are other performances which can be used in evaluating student progress. Some of these include individual student participation in class discussion, willingness to suggest and pursue new ideas for projects, and scores on class quizzes and final exams. These performances also could be recorded on the **Activity Profile Sheet**.

If this system for evaluating student performance is used, it is important to discuss the system with students before beginning the activities. Students should understand:

1) the criteria to be used for evaluating their individual activity products.

2) which performance factors will be used to calculate their final grade, if one is given. For example, it should be explained to what extent activity products, class participation, special projects, etc. will contribute to a final grade.

3) if long-term projects are part of the requirements.

26

The fact that IMMIGRANT STUDIES helps students investigate local history often leads to new questions and activities that may differ from those in the units. For example, indexing a local cemetery may be of interest to a student as well as being very useful to the community. A long-term commitment of this type may not fit your criteria for evaluating student performance and thus could be disruptive to your plans. It is important to decide how to deal with divergent interests before beginning the activities in the units. Activities of local interest and significance can often be integrated with or substituted for those already described in the units.

Appendix

BACKGROUND INFORMATION FOR

Immigrant Studies

One of the goals of IMMIGRANT STUDIES is to provide students with factual information about immigrants to America from approximately 1820 to 1920. This information has been categorized to correspond with the three major topics; ORIGINS/THE JOURNEY, AMERICANIZATION, CULTURE. The information in this chapter is meant primarily for your use but may be given directly to students if you deem it appropriate. For certain activities you may wish to read excerpts from this background information to students.

Origins/The Journey

AMERICANS ARE IMMIGRANTS

All Americans are descendants of immigrants The Indians came earliest, from 50,000 to 13,000 B.C. Spanish explorers came during the 1500's. English settlers first came during the 1600's. Blacks from Africa were forced to immigrate to this country from the 1600's until the 1800's. Seventeenth century America, although predominantly Anglo-Saxon, had Scotts, Irish, French, Spanish, Jewish, Germans, Dutch, Swedes, Danes and Finns.

UNITS

From 1820 when immigration statistics were first recorded until 1921 when the first quota act was passed, over 30 million immigrants came to America.

The following chart describes the two main periods of immigration dealt with in **IMMIGRANT STUDIES**.

Period	Nationalities of Immigrants to America
1820-1880	Northwest Europeans: English, Irish, Welsh, Scotts, Belgians, French, Dutch, Germans, Swedes, Norwegians, Danes, Swiss, Orientals: Chinese, Japanese.
1880-1932	South, Southeastern Europeans Austrians, Hungarians, Jews, Bulgarians, Greeks, Turkish, Italians, Polish, Rumanians, Serbians, Slovaks, Czechs, Armenians, Syrians, also Mexicans, Russians, Finns, Lithuanians, and Latvians

WHY THEY LEFT THEIR HOMELANDS

The emigrants left their homelands because they were dissatisfied with conditions there. They emigrated to escape religious persecution, war, political unrest, famine, poverty, over-crowding, and harsh class systems which restricted their right to own land, make laws, and hold power. Many sought wealth and glory which, they were led to believe, would be theirs in America.

BACKGROUND INFORMATION

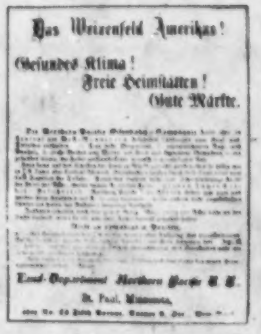
English people came seeking freedom and a better, richer life. The potato famine in Ireland, followed by an unusually harsh winter in 1846, caused a quarter of a million Irish people to leave their homeland. Crop failure in 1846 and failure of the democratic revolution in 1848 were responsible for bringing hundreds of thousands of Germans to America. Scandinavians on their small farms could not farm as efficiently as Americans whose products were being sold all over Europe. A scarcity of good farm land and the practice of handing down land only to the eldest son made it impossible for many people to own land. Russians found conditions under the Czar and his cossacks unbearable. They sought freedom in America. Poles left their homeland to avoid fighting in German, Russian or Austrian armies. Italians chose emigration over starvation. Chinese left over-crowded Canton to work for low wages building railroads in Western United States. Mexicans left unsettled conditions.

WHY AMERICA?

The immigrants came to America wanting religious, political, and economic independence. They came for land, for education, for social equality and for opportunities in America. They read of the rich soil, the growing cities, the new industries with modern machines. They read of equality — no princes or dukes and no class distinctions between factory workers and executives, rich and poor, They read of electing one's own governing officials and of feeling equal to them. They dreamed of being respected, regardless of occupation.

American states advertised for immigrants. For example, in 1858 when Minnesota became a state, it needed people to farm the land and to work in the growing industrial cities. Minnesota established the position of commissioner of immigration. This official sent representatives of the state to New York to lure immigrants to Minnesota.

Many "guides" for immigrants were published in the middle and late 1800's. Some were realistic, practical descriptions of topography, climate and development in an area. Others were glorified accounts of utopian places with pure water, fertile soil, beautiful forests, wild fruits, and a healthful climate.


Das Weizenfeld Amerikas!
Gesundes Klima!
Freie Heimstätten!
Gute Märkte.

Routes to America
"Scandinavia" & "Scotia"
JOHN MILLAR

Events such as the gold rush of 1849 led many immigrants to believe that America was a place lined with gold where they could get rich quickly. Some guides described the entire United States; others were written for individual states or ethnic groups. Railroad promotion guides informed prospective immigrants of the wealth of opportunities in America along the lines of American railroads. Railroad companies offered reduced fares to immigrants who would go west and help to settle railroad lands. Ethnic or religious organizations sometimes formed colonization programs to assist immigrants who would settle in their area.

THE JOURNEY TO AMERICA (1830's to 1930)

For the immigrants of the 1830's and 40's the trip from Liverpool to New York by sailing ship took from thirty to ninety days; forty days was the average length of a journey. At that time

sailing sh ps were the only option and they were at the mercy of winds and tides and often unskilled crews. These ships were as small as 300 tons and were subject to hazards of shipwreck, mutiny, and fire. Generally immigrants either purchased cabin passage which was reasonably uncrowded and comfortable or steerage passage which was very crowded and uncomfortable.

Some immigrants who couldn't afford even steerage passage made the journey in Canadian lumber or fishing vessels which normally sailed back to America with no cargo. These ships were even less suitable for human passengers than other sailing vessels.

Immigrants who could afford steerage passage in the part of the ship below the main deck spent most of the forty days and nights in an area approximately 75 feet long, 25 feet wide, and 5 feet high. The ship carried 400 to 1,000 passengers, and often rats, too. The passenger quarters were dark, smelly, and either sticky hot or damp and cold. From five to nine immigrants shared individuals cubicles 10 feet by 5 feet by 3 feet high, in the steerage area.

There were water closets in steerage, a couple of cooking stoves, and tables on which each family could prepare its meals. People got daily water rations but had to add vinegar to conceal the stench of the water. They carefully rationed out their food for fear of running short. Some crew members were known to sell food to passengers or trade food for immigrants' possessions.

A generous captain might allow passengers short visits to the deck in fair weather. Some never did.

Disease was ever present on shipboard. Crowded, dirty conditions in steerage resulted in outbreaks of cholera, dysentery, yellow fever, smallpox, measles, and "ship fever." On one ship 500 passengers died before reaching America. The average mortality rate was ten percent. Bodies would be wrapped in sheets and dumped overboard. Body lice were common in the crowded dirty conditions, and they spread rapidly among passengers. It was inevitable that there would be other problems on board. People quarreled over minor disagreements, thefts occurred, and people were homesick and depressed. In addition, there were often several nationality groups on a ship, and communication between them was difficult or impossible.

Although most of the emigrants from Europe traveled by steerage, some could afford first or second class cabin passage. These passengers were often admitted to the United States without the lengthy examination at Ellis Island, in spite of the U.S laws which required **all** aliens to pass the examination before entry. After 1860, conditions improved somewhat for steerage passengers. Steamships took over the high class passenger business and left the sailing vessels competing for customers. Rates came down and conditions on the ships were improved. When European countries started building steam powered merchant ships in the 1870's, emigrants could buy a steerage passage plus food for just over $10.00 and they could make the trip from Europe in ten days or less. Later, ten to twenty thousand ton steam ships could make the trip in a week.

ARRIVAL IN AMERICA

Land was a welcome sight after the long, grueling journey. Immigrants took their first steps on American land at one of seventy different federal immigrant stations in the U.S. Latin Americans came to New Orleans, Savannah and other southern ports. Mexicans came to Texas, New Mexico, Arizona and California. Chinese and other Orientals came to San Francisco, Seattle and other Pacific ports. Some Europeans came to Boston, Philadelphia, and Baltimore, but a huge majority came

to New York. The early 19th century immigrants who arrived in New York came to Castle Garden, an immigrant station operated first by New York State and later by the federal government. By 1890 a larger facility was needed, and Ellis Island was chosen as the site. A reception building, a dormitory, a small hospital, a restaurant, a baggage station and a power house were built on the island. Between 1892 and 1932, sixteen million immigrants waited in line, had their bodies inspected for vermin and disease, passed the questioning and were admitted to America at Ellis Island.

Ellis Island received seventy percent of the twenty-three million immigrants who entered America during those forty years. During its peak year, 1907, Ellis Island processed one million immigrants, an average of 5,000 per day or two per minute. Ellis Island is significant not only for the numbers of people processed there, but also because it represented for most immigrants a first view of America, a first encounter with Americans. Here, because of poor health, poverty, or American immigration quotas, some suffered the heartbreak of deportation.

Some had relatives or friends to greet them and help them get settled. Others had to fend for themselves. They had to change their money to American dollars, find housing and jobs or secure transportation west. They did all of this in a strange bustling city where everyone spoke a foreign language. Because of their inability to speak English some were cheated out of their savings. Some met discrimination in getting jobs, and once hired, were given the worst jobs for the lowest pay. Fortunately many immigrants found peole who spoke their language and were willing to help them. Churches tried to help and various ethnic groups formed immigration services for that purpose. But many of the problems immigrants faced upon their arrival were but a taste of what they would encounter during the process of Americanization.

Americanization

WHAT IS AMERICANIZATION?

Americanization or assimilation is the process by which immigrants exchanged some of their old ways for new "American" ways in order to fit into the American way of life.

Some immigrants became Americanized quickly and gave up completely their old-country ways. Others retained their native language and customs for many generations, and in some cases never abandoned them.

Some ethnic groups were more reluctant than others to change and Americanize. The number of like immigrants in an area and the attitudes of the ethnic churches toward services in the native tongue were probably factors in their reluctance to change.

PATTERNS OF AMERICANIZATION

Americanization often followed a pattern of change from one generation to the next. **First generation** immigrants (the ones who actually came over from the old country) often strongly resisted the new ways. **Second generation** immigrants (first born in the new land) started to shed old ways and begin the assimilation process. By the **third generation**, there were more new customs and affiliations being practiced than there were old. By the **fourth generation** the Americanization process was almost always completed and "new ways" were firmly established. However, with many fourth generation immigrants there is a desire to become aware again of the value of their ancestral culture.

Four generations. 1915.

SAMPLE GENERATION CHART

Generation	Name	Country of Birth	Language	Customs Social activities, holidays, festivals, clothes, food, crafts, music.	Churches
1	Mary Panttsari Matti	Finland	Finnish	Almost entirely Finnish Customs — flatbread, lutefisk, sauna. Finnish songs, crafts. All friends were Finnish. Married a Finn.	Finnish Lutheran Church (Apostolic)
2	Arthur Mattie	America	Finnish Can speak English when necessary Learned English by going through second grade to country school Reads Finnish and English newspapers	Flatbread — also American foods Lutefisk. Finnish rye bread. Knows Finnish songs. Sauna Ruoka. Active in community projects with Finns and non-Finns. Mostly Finnish friends. Public School (teacher changed name from Matti to Mattie). Married a Finn.	Finnish Lutheran Church (Apostolic)
3	Nora Mattie Wright	America	English Can still speak Finnish — speaks Finnish only with parents	Practices very few Finnish customs. Most friends are non-Finnish. Did not teach her children Finnish language or customs. Married a non-Finn.	Methodist
4	Brenda Wright Johnson	America	English but is studying Finnish at the University	No Finnish customs except occasional sauna at grandparents' house. Is interested in learning about Finland. Married a non-Finn.	Methodist

REASONS FOR AMERICANIZATION

First generation immigrants to America often settled near relatives or others from the same homeland. In their daily lives, they could communicate in their own language or dialect. They had schools, churches and sometimes newspapers which maintained the language and culture of their homeland. Their cultural ties became less strong among second and third generation immigrants. People left the ethnic settlements for more education and higher paying jobs. To prosper they had to learn English and something of the American economic and political systems.

BACKGROUND INFORMATION

Immigrants were often discriminated against in education, in the job market and in social activities. To speed their assimilation process many immigrants changed their "foreign" names to simple English-sounding ones and practiced English untii they could speak it with no accent. Some gave up old-country customs — food, clothing, crafts, music and social activities — all traces of their foreign ancestry.

PROBLEMS OF AMERICANIZATION

The giving up of old ways often led to conflicts between children and their foreign-born parents who resisted change for themselves and feared such rapid and dramatic changes in their children. Sometimes parents were rejected by their Americanized children and grandchildren. This rejection caused frustration and loneliness for the parents. While the children often suffered tremendous guilt feelings for their treatment of their parents, they felt it necessary to their own success in the American mainstream. Sometimes they were frustrated by the feeling of phoniness, which resulted from pretending to be someone they weren't.

For many years, Americans encouraged immigration. It was necessary to have people to work in the factories, to build the railroads, and to homestead the farm land. Immigrants were willing to work at low paying jobs and they tolerated poor working conditions. Immigrants who homesteaded the land were willing to suffer hardships and to work in primitive conditions. Second generation immigrants were less willing to accept poor wages and second class status. They wanted an equal place in American society. American laborers began to resent these new foreigners taking jobs and power.

Immigrants continued to pour into America in increasing numbers. Ethnic groups had their own organizations and newspapers. The cities were more and more crowded with ethnic ghettos.

Americans began to fear these groups who were mostly strangers to them. Racist attitudes grew up. The belief was that immigrants not of Anglo-Saxon or Teutonic ancestry were innately inferior.

The Know-Nothing Party in 1854 tried to keep Roman Catholics and non-citizens out of government. The Workingmen's Party in 1877 feared Chinese immigrants. By 1920 the Ku Klux Klan had five million members. These and many other organizations favored the restriction of immigration. They worked for the passage of literacy requirements which they thought would restrict all non Anglo-Saxon races.

The first World War brought increased fears of "foreigners" abroad and within the country. There were crusades to force Americanization on all aliens. The motto, **100% Americanism** had the goal of making all aliens either become, or declare their intentions of becoming United States citizens. The government, education departments, industries, women's federations, social and welfare institutions and private citizens all participated in the campaign. Some of the campaigners worked on the premise that aliens had to prove their Americanism, others had humanitarian concerns and tried to help immigrants in the process of Americanization.

Culture

32

WHAT IS CULTURE?

Culture is defined as the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another.

The study of culture is a necessary part of immigrant studies. Groups of people who had shared a common culture in the old

country were becoming dispersed and settled among people from many different cultural backgrounds in the new country. The new environment forced many immigrants to give up some of their old ways. Americanization was the process of shedding parts of one culture and taking on parts of another culture. What first generation immigrants passed on to their children was likely a mixture of old country customs along with those new country customs which they thought necessary to their survival here. Second and third generation immigrants perhaps passed on more American ways than old ways. Yet many old ways did survive and even become part of the American culture.

WHERE IMMIGRANTS SETTLED

With the homestead act, the United States offered free land in the west to those who would build on it and live on it for five years. Many immigrants went west to farm. Swedes, Finns, Norwegians and Germans started farms in Minnesota, Wisconsin, and Illinois. Irish, Scots, and English populated the eastern states. Poles, Russians and Czechs settled in New England and the Middle West. Armenians and Syrians farmed in California. Some Irish crowded into New York and Boston. Others went west to work on the railroads. Jews also went to the cities.

Pennsylvania mines drew workers from Czechoslovakia, Lithuania, and Latvia. Illinois, Wisconsin and upper Michigan drew the Cousin Jacks from Cornwall, England. Many Bohemians became cigar makers in New York City. Italians settled in the cities and retained their culture. Chinese came to California and settled "Chinatowns." They worked on the railroads or at any kinds of jobs available. Japanese, Hindus, Filipinos, Sikhs, and Malays also settled in California. Many American cities still have a "Little Poland," a "Little Italy," or a "Chinatown." There are small towns today which are almost exclusively Finnish or Swedish or German or Czech.

Norwegian dancers. 1940. Minnesota Historical Society.

DEGREE OF AMERICANIZATION

As the American population grew and as people become more mobile, there was more interaction between different ethnic groups. As they learned to speak the same language communications improved between them. Interaction and intermarriage between people of differing ethnic backgrounds merged the customs and traditions and languages of the groups.

BACKGROUND INFORMATION

Not all immigrants became Americanized to the same degree. While many immigrant families became almost completely Americanized over several generations, some resisted and hung on to their language and traditions as strongly as possible. They continued to live in ethnic settlements, spoke their native tongue and celebrated their native festivals in America.

For many immigrant families Americanization occurred but a few of the traditions were maintained. For example, a fourth generation Italian woman from Brooklyn speaks no Italian, attended public schools, and married a non-Italian, but she enjoys cooking the Italian foods her grandmother and mother always made. The whole family celebrates Christmas with a traditional Italian dinner.

In another instance, a couple who are both third generation Finnish immigrants, speak English and live in a non-Finnish community, but they built a Finnish sauna in their backyard. An American woman of Swedish descent who teaches her children Swedish straw craft is yet another example.

CONTRIBUTIONS OF IMMIGRANTS

As the immigrants became Americanized, America changed too. But the ethnic groups did not blend in a melting pot and come out American. The concept of an American changed to include parts of many ethnic cultures. Many things which are considered American today had their beginnings in this country with some immigrant group. Spaghetti, sauna, pumpernickel, polka, strudel, soy sauce all were introduced to this country by immigrants. The Christmas tree was German in origin. Immigrants brought to American many other customs, ideas, words, and ways of doing things. Many great Americans were immigrants. Albert Einstein came from Germany. Henry Kissinger was born in Germany. Alexander Graham Bell came from Scotland. President John F. Kennedy's ancestors came to America from Ireland.

Dancer at ethnic festival. 1975. Minnesota Historical Society.

REVIVAL OF ETHNIC PRIDE

Today there is a renewed interest in the customs and traditions of the ethnic groups that have helped make America what it is. Colleges are offering courses in ethnic studies; people are searching for information about their heritage and learning about the customs of their immigrant ancestors. There is a renewed interested in ethnic crafts, food, and festivals. Ethnic groups are forming organizations to preserve their heritage. Slogans such as "Black is Beautiful," "Kiss me, I'm Italian" support ethnic pride. Afro haircuts and Sioux headbands are worn proudly. Finns claim to possess "sisu." Irish Americans celebrate St. Patrick's Day. One's ethnicity is not kept secret now, it is a source of pride.

Because in the Americanization process people did not always forget their past, there are people who know the crafts, the languages, the foods, the customs of their immigrant ancestors. These people with their knowledge can provide interest and diversity for Americans today.

Action Pack

WHAT IS ACTION PACK?

ACTION PACK provides four specific activities in which students investigate the past. Each activity includes the techniques necessary for carrying out that particular kind of investigation.

1. Historical Clues in Your Community	events places
2. Cemetery Study	people events
3. Genealogical Searching	people
4. Oral History	people events places

ACTION PACK activities and resource cards are meant to be used **throughout** IMMIGRANT STUDIES. They may be appropriate during other IMMIGRANT STUDIES units or for students doing individual research projects.

The following chart shows the relationship between ACTION PACK and activities in ORIGINS/THE JOURNEY, AMERICANIZATION, and CULTURE.

High school students making a gravestone rubbing. 1975.

RELATING ACTION PACK TO OTHER IMMIGRANT STUDIES ACTIVITIES

ACTION PACK Activities

LEVEL I

		1 Historical Clues in Your Community	2 Cemetery Study	3 Genealogical Searching	4 Oral History	Resource Cards Places and Sources of Information
ORIGINS/THE JOURNEY Unit	Activity 1			X	X	X
	2					
	3					
	4					X
	5				X	X
	6				X	X
AMERICANIZATION Unit	Activity 1			X	X	X
	2			X	X	X
	3					X
	4					X
	5					X
	6				X	X
CULTURE Unit	Activity 1					
	2	X	X		X	X
	3		X		X	X
	4	X			X	X
	5				X	X
	6					

LEVEL II

		1 Community Sites Investigation	2 Cemetery Study	3 Genealogical Searching	4 Oral History	Resource Cards Places and Sources of Information
ORIGINS/THE JOURNEY Unit	Activity 1			X	X	X
	2					
	3					
	4					X
	5				X	X
	6					
AMERICANIZATION Unit	Activity 1			X	X	X
	2					
	3					
	4					
	5				X	X
	6				X	
	7		X	X		X
CULTURE Unit	Activity 1					
	2	X	X		X	X
	3	X	X		X	X
	4	X				X
	5	X	X		X	X

Activity Descriptions

B Appendix

LEVEL ONE

Origins/The Journey

ACTIVITY 1

LINEAGE CHART...(family research)
Students trace their own lineage as far back as they can in order to determine:
1) the place of origin of their ancestors,
2) when their ancestors came to the United States,
3) The meaning of "generation."
This activity will be introduced in class and the information gathered outside of class over two to three weeks.

ACTIVITY 2

IRISH POTATO FAMINE...(decision making)
Students read an account of conditions in Ireland during the 1840's. In small groups they simulate a family's decision on whether to emigrate. The group lists reasons for and against emigration and then tries to reach a decision. Group decisions are reported to the class and discussed. This activity can be done during one to two class periods.

ACTIVITY 3

DECISION AT THE PORT...(small group simulation)
Students simulate a decision which many emigrants had to make when arriving at their port of departure with too many possessions for the tiny space alloted to them on the ship. Given a list of possessions brought to the port by a family, students decide what to take and what to leave behind. In small groups students discuss and revise their list and then present it to the class for discussion. Later students discuss a list of belongings actually taken by emigrants. This activity can be completed during one or two class periods.

ACTIVITY 4

THE JOURNEY...(writing a diary)
Students read a description of the journey and then each writes a diary that might have been written by an emigrant on a sailing ship in 1850. This activity can be done in one or two class periods.

ACTIVITY DESCRIPTIONS LEVEL ONE

ACTIVITY 5

THE STATUE OF LIBERTY...(listing emotions)
After reading accounts of arrival in America, students try to list the emotions the immigrants experienced once the Statue of Liberty was in sight. This activity can be completed in one class period.

ACTIVITY 6

ELLIS ISLAND...(creative writing)
Students get information about immigrant processing at Ellis Island. They then write a story about immigrants portrayed in a photo presented in class. This activity can be completed in one class period.

Americanization

ACTIVITY 1

THE MELTING POT...(family research)
Students discuss the "melting pot" idea and then find out how many nationalities they personally represent. This activity can be introduced in class and the information gathered at home.

ACTIVITY 2

THE GENERATION CHART...(family research)
Students gather information from parents and other relatives to look for patterns of change from one immigrant generation to the next. This activity may be carried on over one or two weeks.

ACTIVITY 3, 4, 5, 6

THE STORY OF GEORGE M....(a case history)
Students read the story of George M., a second generation immigrant, to become aware of the problems faced in the Americanization process. This story is used as the basis for the following four activities.

ACTIVITY 3

CHANGING TO FIT IN...(priority ranking)
From a list of items which immigrants often had to leave behind, students rank items from easiest to hardest to give up. This activity can be completed in one class period.

ACTIVITY 4

FOREIGNER...(dealing with feelings)
Students list words to describe George's feelings when peers make fun of his "foreign" ways. Then they complete a sentence to give reasons for the behavior of George's peers. This activity can be completed during one class period.

ACTIVITY 5

SAMENESS...(creative writing)
Students express their ideas about how it would be if everyone were the same. This activity can be completed in one or two class periods.

ACTIVITY 6

PREJUDICE...(writing and discussing)
Students read and discuss the meaning of the word prejudice, and try to relate it to "The Story of George M." This activity can be completed in one class period.

Culture

ACTIVITY 1

REACTING TO ETHNIC GROUPS...(free association)
Given a list of ethnic groups, students write their first response to each name to reveal their ideas and stereotypes about each group. This activity can be completed in one class period.

ACTIVITY 2

ETHNIC SETTLEMENTS...(community research)
Students locate ethnic settlements on a map of their state. Small groups of students research one ethnic group to find out when and where these people settled in the state. This activity can be carried on over one or two weeks.

ACTIVITY 3

EVERYDAY LIFE...(reading accounts and writing about old photos)
After reading accounts of immigrant experiences and looking at a collection of photos depicting various aspects of immigrant life, students write their impressions. This activity can be completed in one or two class periods.

ACTIVITY 4

IMMIGRANT CONTRIBUTIONS...(listing and discussing)
Students list things which originated in other countries and then discuss their effects on American culture. This activity can be completed in one class period.

ACTIVITY 5

CUSTOMS...(identification and sharing)
Students research the customs of one ethnic group and then share their findings with the class in a variety of ways. This activity can be carried on over one or two weeks.

ACTIVITY 6

STEREOTYPES...(free association)
Given the same list of ethnic groups as used in Activity 1, students again write their first response to each name and compare the ideas they now have about each group with those expressed in Activity 1. This activity can be completed in one class period.

Action Pack

ACTIVITY 1

HISTORICAL CLUES IN YOUR COMMUNITY
Students take a walk in their community and look for clues to the age, ethnicity, and history of the community. The trip will take a minimum of two or three hours. Some students may wish to return to a site.

ACTIVITY 2

CEMETERY STUDY
Students visit a cemetery to gather information about the ethnic and the historical background of the community. The trip will take two or three hours. Compiling the information in class may be done over 2 or 3 days.

ACTIVITY 3

GENEALOGICAL SEARCHING
Students who have done lineage charts (Origins/The Journey — Activity 1) visit an historical society to do genealogical research on their own families. The trip will take 2 or 3 hours to a half day.

ACTIVITY 4

ORAL HISTORY
Students interview residents in the community to get information about earlier times. Preparation for this activity will take two or three weeks. The interview may be completed in less than an hour.

RESOURCE CARDS

PLACE AND SOURCES
Lists of local, county, state, and national resources, the kinds of information they hold, and methods for obtaining information from various sources.

Appendix

Activity Descriptions

LEVEL TWO

Origins/The Journey

ACTIVITY 1

LINEAGE CHART...(family research)
Students trace their own lineage as far back as they can in order to determine:
1) the place or origin of their ancestors
2) when their ancestors came to the United States
3) the meaning of "generation"
This activity will be introduced in class and the information gathered outside of class over two or three weeks.

ACTIVITY 2

IRISH POTATO FAMINE...(decision making)
Students read an account of conditions in Ireland during the potato famine of the 1840s. In small groups they simulate how a family decided whether or not to emigrate. The group lists reasons for and against emigration and then tries to reach a decision. Group decisions are reported to the class and discussed. This activity can be completed in one or two class periods.

ACTIVITY 3

DECISION AT THE PORT...(small group simulation)
Students simulate a decision which many emigrants had to make when arriving at their port of departure with too many possessions for the tiny space allotted to them on the ship. Given a list of possessions brought to the port by a family, students decide what to take and what to leave behind. In small groups discuss and revise their list and then present it to the class for discussion. The teacher presents a list of things actually brought by immigrants. This activity can be done during one or two class periods.

ACTIVITY 4

THE JOURNEY...(writing a diary)
Students read a description of the journey and then write diaries that they might have written had they been emigrants on a sailing ship in 1850. This activity can be completed in one or two class periods.

ACTIVITY 5

STATUE OF LIBERTY...(creative writing)
Students read descriptions of arrival in America. Then each student selects a description and expands it in their own words. This activity can be completed in one class period.

ACTIVITY 6

ELLIS ISLAND...(a continuum)
After reading about the processing at Ellis Island, students place themselves on a continuum dealing with attitudes toward admission of immigrants to the United States. This activity can be comleted in one class period.

Americanization

ACTIVITY 1

GENERATION CHART...(family research)
Students gather information from parents and other relatives to look for patterns of change from one immigrant generation to the next in their own family. This activity can be carried on over one or two weeks.

ACTIVITY 2

THE STORY OF GEORGE M....(a case history)
Students read the story of a second generation immigrant to become aware of the problems faced in the Americanization process. Then from a list of items which immigrants often had to give up, students rank items from easiest to hardest to give up. This activity can be completed in one class period.

ACTIVITY 3

PROBLEMS OF LANGUAGE...(dealing with feelings)
Students read an account of one immigrant's feelings about not being able to communicate in the 'new' country. They then write about a personal experience which made them feel "dumb." This activity can be completed in one class period.

ACTIVITY 4

WHAT IS AN AMERICAN?...(expressing values)
Students offer their own ideas of what an American is, and after discussing these, they will compare their own ideas with those of a '100 per center' of the early 20th century. This activity can be comleted in one class period.

ACTIVITY 5

ATTITUDES ENCOUNTERED BY EARLY IMMIGRANTS... (distinguishing attitudes)
Students define nativism, racism, prejudice, xenophobia. Then they are asked to match each term with a paragraph which best exemplifies it. This activity can be completed in one or two class periods.

ACTIVITY 6

ATTITUDES ENCOUNTERED BY RECENT IMMIGRANTS ...(expressing attitudes)
Students read information about Vietnamese immigrants. Then they describe their own attitudes toward modern immigrants. This activity can be completed in one class period.

ACTIVITY 7

WHO IS ASSIMILATED? (identification and discussion)

ACTIVITY DESCRIPTIONS LEVEL TWO

Students decide which ethnic groups they consider completely, partially or not at all assimilated and then discuss reasons for the variation. This activity can be completed in one class period.

Culture

ACTIVITY 1

REACTING TO ETHNIC GROUPS...(free association)
Students write their first responses to ethnic groups and then determine whether these responses indicate simple stereotypes or factors of cultural significance. This activity can be completed in one class period.

ACTIVITY 2

ETHNIC SETTLEMENTS...(community research)
Students determine what ethnic groups are represented in their class and then map out and report on these ethnic groups in their own state. This activity can be carried out over one or two weeks.

ACTIVITY 3

EVERYDAY LIFE...(creative writing)
Students write responses to an old photo or an excerpt which depicts everyday life in an earlier time. This activity can be completed in one class period.

ACTIVITY 4

CONTRIBUTIONS...(identification and discussion)
Students list activities and customs which originated in other lands and the discuss their effects on American culture. This activity can be completed in one or two class periods.

ACTIVITY 5

CUSTOMS...(research)
Students investigate customs of an ethnic group or groups in their ancestry and report their findings to the class. This activity can be carried on over one or two weeks.

Action Pack

ACTIVITY 1

COMMUNITY SITES INVESTIGATION
Students select a site with historic and ethnic significance and investigate its place in the community. This activity may involve one or several trips to the site.

ACTIVITY 2

CEMETERY STUDY
Students visit cemeteries to collect data of ethnic and historical significance. The time required for this activity will vary from 2 or 3 hours for making rubbings to many visits for mapping and indexing.

ACTIVITY 3

GENEALOGICAL SEARCHING
Students who have done lineage charts (ORIGINS/THE JOURNEY — Activity 1) visit a place in their community to do genealogical research on their own families. The trip will take 2 or 3 hours to an entire day and return trips may be necessary.

RESOURCE CARDS

PLACES AND SOURCES
Lists of local, county, state, and national resources, the kinds of information they hold, and methods for obtaining information from various sources.

42

Appendix

References

Origins/The Journey

References Cited

Heaps, Willard A. **The Story of Ellis Island.** New York: The Seabury Press, 1967.

Moberg, Vilhelm. **The Emigrants.** New York: Simon and Shuster, Inc., 1951.

General References

Cooke, Alistair. "The Huddled Masses." **Alistair Cook's America.** New York: Alfred A. Knopf, 1973. pp. 273-303.

Cutler, Charles L. and Morrill, George P. **Land of Immigrants.** Columbus, Ohio: Xerox Education Center, 1974.

Eiseman, Alberta. **From Many Lands.** New York: Atheneum, 1970.

Handlin, Oscar. **The Uprooted-The Epic Story of the Great Migration that Made the American People.** Boston: Little, Brown and Company, 1951.

Handlin, Oscar. **The Statue of Liberty.** New York: S. Arthur Dembner, 1971.

Harvard Social Studies Project. **The Immigrant's Experience.** Columbus, Ohio: Xerox Education Center, 1973-74.

Kennedy, John F. **A Nation of Immigrants.** New York: Harper and Row, 1964.

Qualey, Carlton C. "A New El Dorado: Guides to Minnesota, 1850's-1880's." **Minnesota History.** 2: 215-224. St. Paul: Minnesota Historical Society, Summer 1971.

"Why The Came." **Roots**, Vol. 1:9 St. Paul: Minnesota Historical Society, Spring, 1973.

Sloane, Eric. **ABC Book of Early Americana.** New York: Doubleday and Company, Inc. 1963.

Sloane, Eric. **A Museum of Early American Tools.** New Yrok: Ballantine Books, 1974.

Americanization

References Cited

Handlin, Oscar. **The Uprooted-The Epic Story of the Great Migration that Made the American People.** Boston: Little, Brown and Company, 1951.

Higham, Joh. **Strangers in the Land. Patterns of American Nativism, 1860-1925.** New York: Atheneum, 1969.
Moberg, Vilhelm. **Unto a Good Land.** New York: Popular Library, 1954.
Rigert, Joe. "Refugees-Life in Their New Country." **Minneapolis Tribune Picture Magazine.** Minneapolis Star and Tribune, August 3, 1975.

General References

Barton, H. Arnold. **Letters from the Promised Land Swedes in America, 1840-1914.** Minneapolis: University of Minnesota Press, 1975.
Cardenas, Rene. "Toward a Multicultural Society." **Today's Education.** 62: 83-88. Sept.-Oct., 1973.
Cutler, Charles L. and Morrill, George P. "Overworked and Underpaid." **Land of Immigrants.** Columbus, Ohio: Xerox Education Center, 1974. pp. 36-37.
Gold, Michael. **Jews Without Money.** New York: Horace Liveright, 1930.
Gordon, M.M. **Assimilation in America.** New York: Oxford University Press, 1964.
Handlin. Oscar. **Chilren of the Uprooted.** New York: George Braziller, 1966.
Harvard Social Studies Project. **The Immigrant's Experience.** Columbus, Ohio: Xerox Education Center, 1973-74.
Riis, Jacob, **How the Other Half Lives.** New York: Dover Publications, Inc., 1971.
Vaugham, Peter. "At New Prague: Czechs Keepings Their Identity." Minneapolis: Minneapolis Star, 1973.
Wittke, Carl. **We Who Built America.** Cleveland: The Press of Western Reserve University, 1939.

Culture

References Cited

Marin, William A. "Sod Houses and Prairie Schooners." **Minnesota History.** 12:135-156. 1931.
"The Ida Bakken Story." **Scattered Seeds.** 1:34-35. 1973.
Wright, Ruby Reynolds. Unpublished collection of photos and family stories written by her mother.
Workers of the Writer's Program of the W.P.A. **Bohemian Flats.** Minneapolis: University of Minnesota Press.
"The Work Never Seemed to Stop — The Diary of Andrew Peterson." **Roots — Agriculture.** 2:12-15. Winter, 1974.
Gold, Michael. **Jews Without Money.** New York: Horace, Liverright Inc., 1930.
Riis, Jacob A. **How the Other Half Lives.** New York: Dover Publications, Inc., 1971.

General References

Lesy, Michael. **Wisconsin Death Trip.** New York: Pantheon Books, a division of Random House, 1973.
Ojakangas, Beatrice A. **The Finnish Cookbook.** New York: Crown Publishers, Inc.
Riis, Jacob A. **How the Other Half Lives.** New York: Dover Publications, Inc., 1971.
Rolvaag, Ole. **Giants in the Earth.** New York: Harper and Row, 1927.
Stewart, George. **American Place-Names.** New York: Oxford University Press, 1970.
Taylor, Jane L. **Pioneer Pantry-Cookbook.** Haslett, Michigan: Log Cabin Living, Haslett Public Schools, 1973.
Taylor, Jane L. and Copland, Robert J. **Outdoor Education Pioneer Life Teachers' Manual.** Haslett, Michigan: Haslett Public Schools.

Books for Elementary Students

Brink Carol Ryrie. **Caddie Woodlawn.** New York: Macmillan Publishing Co., Inc. 1935.
Hong, Eda and Howard. **Muskego Boy.** Minneapolis: Augsburg Publishing Co., 1943.
Judson, Clara. **Green Ginger Jar — A Chinatown Mystery.** Boston: Houghton Hifflin, 1949.
Judson, Clara. **Lost Violin — They Came From Bohemia.** Boston: Houghton Mifflin, 1947.

Judson, Clara. **Michael's Victory — They Came From Ireland.** Boston: Houghton Mifflin, 1946.
Judson, Clara. **Petar's Treasure — They Came From Dalmatia.** Boston: Houghton Mifflin, 1945.
Judson, Clara. **Sod House Winter — They Came From Sweden.** Chicago: Follett Publishing Co., 1957.
Judson, Clara. **They Came From France.** Boston: Houghton Mifflin, 1943.
Judson, Clara. **They Came From Scotland.** Boston: Houghton Mifflin, 1944.
Judson, Clara. **They Came From Sweden.** Boston: Houghton Mifflin, 1942.
Levenson, Dorothy. **Women of the West.** New York: Franklin Watts, Inc., 1973.
Sloane, Eric. **ABC Book of Early Americana.** New York: Doubleday and Co., Inc., 1963.
Wilder, Laura Ingalls. **Little House on the Prairie**
Little House in the Big Woods.
Farmer Boy
On the Banks of Plum Creek
By the Shores of Silver Lake
The Long Winter
Little Town on the Prairie
These Happy Golden Years.
New York: Harper and Row, 1955.
Wolfe, Irving, Krone, Beatrice, and Fullerton, Margaret. **Voices of America.** Together We Sing Series. Chicago: Follett Publishing Co., 1957.

Action Pack

General References

Devlin, Harry. **To Grandfather's House We Go.** New York: Parents Magazine Press, 1967.
Doane, Gilbert Harry. **Searching for Your Ancestors.** New York: Bantam Books, 1974.
Everton, George B. **Handy Book for Genealogists.** Logan, Utah: Everton Publishers, 1971.
Hoag, Edwin. **American Houses.** Philadelphia and New York: J.B. Lippincott, 1964.
Kirkham, E. Kay. **A Survey of American Church Records.** Salt Lake City: Deseret Book Co. 1959-60.
Lancour, Harold and Richard J. Wolfe. **A Bibliography of Ship Passenger Lists, 1538-1825.** New York: New York Public Library, 1963.
Robinson, Ethel Fay and Thomas P. **Houses in America.** New York: The Viking Press, 1967.
Sloane, Eric. **American Barns and Covered Bridges.** New York: Funk and Wagnalls, 1954.
Sloane, Eric. **A Museum of Early American Tools.** New York: Ballantine Books, 1974.
Sloane, Eric. **An Age of Barns.** New York: Funk and Wagnalls, 1966.
Sloane, Eric. **The Little Red Schoolhouse, A Sketchbook of Early American Education.** Garden City, New York: Doubleday and Company, Inc., 1972.
Wigginton, Eliot. **The Foxfire Book.** Garden City, New York: Doubleday and Company, 1972.

GOVERNMENT PUBLICATIONS

For: **Federal Population Censuses 1790-1890 [$1.00]**
Write to: National Archives and Records Service
General Services Administration
Washington, D.C. 20402

For: 1. **Guide to Genealogical Records in the National Archives [$.65]**
2. **Where to Write for Birth and Death Records [$.15]**
3. **Where to Write for Marriage Records ($.15)**
4. **Where to Write for Divorce Records ($.10)**

Write to: Superintendent of Documents
U.S. Government Printing Office
North Capitol and H Streets, N.W.
Washington, D.C. 20402

For: Records relating to service in WWI and WWII

Write to: National Personnel Records Center, GSA
Military Personnel Records
9700 Page Boulevard
St. Louis, Missouri 63132

For: Genealogical Information Kit (free). This includes:
order forms for census records,
order forms for passenger list,
order form for veteran records (Civil War), and
four pamphlets on National Archives:

1. **National Archives of the U.S.**
2. **Genealogical Records in the National Archives**
3. **Genealogical Sources Outside the National Archives**
4. **Military Service Records in the National Archives**

Write to: Military Service Rercords (NNCC)
National Archives (GSA)
Washington, D.C. 20408

For: 1. **Reference Services and Facilities of the Local History and Genealogy Room** (free)
2. **Guides to Genealogical Research: A Selected List** (free)
3. **Surnames: A Selected List of Books** (free)

Write to: General Reference and Bibliography Division
The Library of Congress
Washington, D.C. 20540

OTHER USEFUL PUBLICATIONS

For: **Is That Lineage Right?** (1965, $.50)

Write to: National Society
Daughters of the American Revolution
1776 D Street, N.E.
Washington, D.C. 20006

For: 1. **Directory, Historical Societies and Agencies in the United States and Canada** (about $20.00)
2. Technical Leaflets ($.50 each)
Log Cabin Restoration
Spinning on the Wool Wheel
Identifying Hand Planes
Identifying Axes, Ades, Hatchets
Old Lamps and Lighting Devices
Newsletters
Genealogical Research
Tape Recording Local History
Cemetery Transcribing

Wite to: American Association for State and Local History
1400 Eighth Avenue South
Nashville, Tennessee 37203

For: **Oral History — Basic Techniques** ($1.00), edited by Jane McCracken (examples, outlines of interview questions)

Write to: Manitoba Museum
190 Rupert Avenue
Winnipeg, Manitoba R3— 0N2 Canada